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ABSTRACT

A lead teacher in a privately-owned preschool designed and implemented a peace education program. Primary goals of the practicum used were to provide developmentally appropriate experiences for: (1) increasing understanding of being a peacemaker; (2) gaining respect for nature and the environment; (3) showing compassion toward the exceptional other; and (4) becoming aware of other cultures. Practicum implementation involved use of the word "peace" in appropriate circumstances. Parents and children made peace dolls and children made peace art books that included quotations concerning peace. Peaceful resolution of problems was practiced. Songs and traditional nursery rhymes with new soothing endings were learned and presented in a play format to relatives and friends. With regard to the environment, aluminum cans were recycled; paper towels and water were used sparingly; supplies were collected for a bird-of-prey rehabilitation center; and gentle care was given to classroom pets. There were reciprocal visits with two classes from a school for deaf children and with other classes. Museum objects and visitors from Japan, Scandinavia, the Soviet Union, and Ghana introduced various cultures to the children. Students from preschool though sixth grade presented a peace program to the community. Evaluation data indicated positive results. A program journal and appendices provide related material. (RH)

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A Peace Education Curriculum for Preprimary Children

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A Peace Education Curriculum for Preprimary Children

by

Carol A. Freund

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A Practicum I Report presented to the
Ed.D. Program in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1989

PRACTICUM APPROVAL SHEET

This practicum took place as described.

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September 29, 1989

This practicum report was submitted by Carol A. Freund under the direction of the adviser listed below. It was submitted to Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

9-20-89
Date of Final Approval of Report

Polly Peterson Ph.D.
Polly Peterson Ph.D., Adviser

ACKNOWLEDGMENT

With gratitude and appreciation

for my best friend

Jack

and for all who are seeking to understand

PEACE

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ABSTRACT

A Peace Education Curriculum for Preprimary Children. Freund, Carol A., 1989: Practicum Report, Nova University, Ed.D Program in Early and Middle Childhood. Descriptors: Peace/International Peace/Prosocial Behavior/Preschool Curriculum/Preschool Children/Preschool Education/Early Childhood Education/Cognitive Processes/Conflict Resolution/Parent Participation/Cultural Awareness/Peer Relationship

The focus of this project was to design a practical peace education program for a specific preschool setting. Primary goals were to provide developmentally appropriate experiences for (1) increasing understanding of being a peacemaker at hore and school, (2) gaining respect for nature and the environment through active involvement, (3) showing compassion toward the exceptional other, especially the hearing impaired, (4) becoming aware of some other cultures. Another aim was to involve parents, staff members, and other students from the preschool.

The word "peace" was used in appropriate instances. The classroom had parent/child made peace dolls and child created peace art books with peace quotations. Problem solving with a peaceful resolution was practiced. Songs and traditional nursery rhymes were learned with new soothing endings and presented in a play format to relatives and friends. For the environment, aluminum cans were recycled, paper towels and water used sparingly, supplies collected for a bird-of-prey rehabilitation center and gentle care given to classroom pets. There were reciprocal visits with two classes from a school for deaf children. Museum objects and visitors from Japan, Scandinavia, the Soviet Union, and Ghana, Africa introduced these cultures into the curriculum. Students from preschool through sixth grade were involved in a peace program that was presented to the community. Exchange visits with many other classes, from a college class through an infant/toddler group, helped the preschool class expand the theme of peace.

Participant observation as well as a questionnaire sent to parents evaluated the peace education program. The parents indicated that the program was beneficial for the children and the family. These children reflected a growing understanding of peace when compared with a class of age similar children who had not had a peace program. Three outside evaluators involved with peace education indicated that the program could be effectively used with other preprimary students.

CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The setting in which the writer works is a private mid-western preschool. The school was founded in 1898 by a woman with two young boys. She was dissatisfied with the public schools in the area and so began a school for her sons. She dedicated the school to the task of training its students to think clearly, vigorously, fearlessly, tolerantly, and unselfishly.

The school today covers a full range of educational areas. It begins with new born infants, toddlers and their parents, in an educational-cooperative program. The Lower, Middle and Upper schools are on the same campus as the Preschool, but in separate buildings. The College is in another area. The college includes adult education in its curriculum, as well as studies abroad.

The Preschool has a separate supervisor, who reports to the Principal of the Lower school. The Headmaster oversees all areas on this campus. The President of the College is in charge of that campus. The Chairman of the Board of Trustees has the responsibility to preside over all of the collective areas. The educational community

acts as one body in sharing ideas, resources, and instructors. The students and staff all adhere to the same religious belief.

There are many International students on both campuses. They come from more than forty countries and bring a wonderful wealth of cultural information. Students from all fifty of the United States bring a wide diversity of backgrounds and information to share.

The Preschool has three all day classes, the Senior Kindergarten, the Junior Kindergarten and the Nursery class (where the writer works). Each of these classes has a lead teacher and an assistant teacher. There is also a three-morning-a-week class for young three year old students.

The Preschool has large airy rooms, with each room opening onto a large playground with developmentally appropriate play equipment. The entrance to the Preschool building is recognizable by the colorful six-foot high, Masonite, "Winnie-the-Pooh" characters that welcome each child. Parents designed, cut, painted and maintain these seven delightful characters which are attached to the supporting poles of a protective overhang in front of the school.

There is a gym at the back of the building. In this room a variety of activities occur. In addition to being used for physical activities, this bright room is used for events in which the entire preschool join together for

special festivities. In the Fall a Thanksgiving Feast or later a Sugar Plum Sharing, a puppet show, an Upper school chorus or dramatic presentation. Underneath this room is a storm room.

The kitchen is mostly stainless steel and large enough to enable an entire preschool class to use it for a baking or cooking project, if it seems more appropriate than conducting the cooking class in the classroom. A full time cook prepares the lunch and snack. She frequently assists in cooking projects. The Nursery class is invited to the home economics class in Upper school twice a year and to visit the large all-campus kitchen at the beginning of the year.

Writer's Work Setting

The Nursery classroom is large and bright. To the right of the entrance to the room, wooden lockers or cubby areas are provided for each child. Above this area hangs a four-foot clear plastic globe of the world. To the left is the toilet area with two scaled down toilets and a large mirror above two small sinks. On the wall opposite the toilet stalls hang three plastic play-telephones to keep waiting students occupied and to aid in language development.

To the right in the large open classroom are six wall mounted easels and a creative arts area. Once a year this class visits the Lower and Upper school art rooms to

interact with those students while taking part in art projects. To the right of the art area is the rest-time cot storage area.

To the left is a sink and long counter with numbered cabinets below. There is provision for water-play with wet smocks and mesh bags full of assorted water discovery toys in this area. Tables and shelves for a variety of manipulate games and puzzles are available. The tables are later used for snacks and lunch time.

Labeled shelves for large and small blocks with ample floor space for construction is appreciated. Containers of small cars, trucks, planes, wooden people and wooden animals add to the enjoyment of this area.

The home-keeping area with labeled containers of dress-up clothing, stuffed animals, dolls and small furniture is a favorite location. Above this homey corner is a loft for quiet play. There are two ladders for getting up to the loft and back down again. A pulley system for bringing books or quiet toys into the loft is manipulated by the children.

The music area has a piano, records and phonograph, cassette tapes and tape player with four sets of headphones. Percussion instruments hang on a peg board and a step stool is used for the conductors platform or a control seat when a child needs to find inner peace and control. A music instructor comes twice a week.

The book area has a large rocking chair and two child

sized rocking chairs and a book rack that was formerly the top half of a greeting card display rack. Every other week the Nursery class walks to the Lower school library to get a new supply of books and to hear the librarian tell a story or two.

The nature and science areas are on built in counters below the windows. The nature section has a small window-sill greenhouse. It also has a rabbit cage. (However the lop-ear rabbit is usually free to hop about in the room.) This area has a fish aquarium and assorted other small creatures for which the children are generally responsible. The Upper school biology lab is visited frequently.

The science-exploration area changes regularly with a variety of scales, magnifying glasses, magnets, gears, objects to look into and through. The Upper school chemistry lab invites the class to visit at least once a year for additional experiments.

The Office area has a cash register, two play telephones and calculators and two real typewriters with a large supply of paper. A cloth puppet stage hangs in a door jamb and is a popular release for dramatic play. The room setting is constantly changing about, usually with input from the students.

The playground is accessible directly from the room. The equipment is appropriate for large and small muscle development. An outside closet contains wheel toys, sand

toys and snow toys. The sandbox is about twelve foot square. There is a tree-house, geodesic dome climber, swings, a slide, a metal climber, and a wooden structure for climbing. Colorful wooden boxes on the asphalt pavement can be moved about for creative play. A work-bench, tools and lumber are available to the small carpenters.

The playground overlooks a rolling hillside and woods with a stream. An environmental nature trail was established after the writer took an outdoor conservation course. At the bottom of the hillside is a small corral and stable for the Indian Pony. This pony is on campus in the Fall and Spring. A riding instructor is available to the full-time preschool students. Each class has one long period a week for this instruction.

The Nursery class has sixteen 3 and 4 year old students from mostly two parent, middle class, fairly well educated families. There are 11 boys and 5 girls with a lead teacher and a full time assistant. Financial assistance is available to the students so the socioeconomic situation of each family differs.

Writer's Role

The writer has been on staff for 22 years and a lead teacher for the past 19 years. The writer's present role is to plan and implement the curriculum for a maximum of eighteen 3 and 4 year old students, 5 full days a week

from 8:15 am to 3:15 pm. The writer works closely with the parents of these children. The writer has raised three children to adulthood, has a CDA (Child Development Associate), AAS (Associate of Applied Science), BA with a major in early childhood, and MAT in communication. The writer has studied early education in the British Isles and the Leistershire method of teaching in Chicago. This background helped in initiating a program to address peace education in the early years.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The problem was a need for a peace education program that would begin in the early years. A peace education program was not available that was suitable specifically for the preschool nursery age children (the 3 and 4 year old students), in the writer's work setting. The reason that the problem had not been solved was because no other teacher in the writer's setting had tried to teach or implement a specific peace education program at this level.

The problem clearly was the need for a peace education program for the early years in the writer's work setting. Aggressive play, actions, and language that was inappropriate for this age was increasing in proportion to the increase of violent type toys and clothing depicting aggression and the apparent influence of television, video, and movies on these innocent children.

Problem Documentation

The need for peace education has been a concern for many years. It traces its roots to many notable people,

including John Dewey, Jean Piaget, and Maria Montessori (Fry, 1986). In 1872 Julia Ward Howe originated Mother's Day as the day when everyone, especially women, should rededicate themselves to the task of bringing about world peace. On the first Mother's Day she spoke of her determined promise of peace (Gump, 1988):

> Our sons shall not be taken from us to unlearn all that we have been able to teach them of charity, mercy, and patience. We, women of our country, will be too tender of those of another country, to allow our sons to be trained to injure theirs. (p. 19)

Center On War and The Child has just released a folder with a list of facts for consideration. Among this list of "facts" is (Parker, 1989):

> War toys are a world-wide multi-billion dollar industry. Sales of war toys in the United States have increased over 700% since 1982. In a single year, the average 4-8 year old American child will see some 250 episodes of war cartoons and 800 advertisements for war toys. This is the equivalent of 22 days of classroom instruction! (no p. #)

This month of instruction would seem to have an effect on young children.

Nancy Carlsson-Paige and Diane E. Levin theorize (1985) that young children take in the information they hear about peace and war and change it to conform to their current view of the world. Their understanding, in turn,

shapes the kinds of concerns, fears, and defense mechanisms they develop.

Lately there seem to be more conflict resolution workshops being presented. Schmidt and Friedman (no date) have created a curriculum for Creative Conflict Solving for Kids. Why is there so great a need for this type of teacher instruction? Could peace education help?

Educators do seem to be seeking ways to teach for peace. Following the appearance, in a school publication, of an interview telling of the writer's interest in developing a peace program, educators in Batesville, Ar., Phoenix, AZ., Chula Vista, CA., Glenview, IL., Andover, MA., Mount Rainier, MD., Camden, SC., Spokane WA., London Ontario, Canada, St. Cergue, Switzerland, Chandigarh, India, Sussex, England and Bombay, India, wrote to express an interest and the need for peace education information.

Causative Analysis

There are discrepancies as to when educators think peace should be taught. Some educators feel that it is best to begin peace education at higher levels of education, where one can teach social science, history, and geography (Howlett, 1987), or in Peace Institutes or teacher training programs (Fry, 1986). Many peace curriculums are written for levels above the preschool level.

Margaret Mead (Parker, 1989), the renowned

anthropologist, challenged the idea that we cannot end war because it is too deeply embedded in human nature. Mead observed war is neither biologically necessary nor sociologically inevitable. War is our social creation. It is culturally learned as were slavery and dueling, both of which have essentially disappeared throughout the world.

Rear Admiral Gene La Rocque (Parker, 1989) calls the glorification of war for its own sake, "Rambo-mania". He points out that sadly it begins in the cradle.

Complicated or inadequate materials add to the cause of the problem. Neither of two major text books on child growth and development (Fischer/Lazerson, 1984, Skolnick, 1986) mention peace education, causing some educators to feel that peace programs are inappropriate for early child growth and development.

Is peace an abstract concept or a matter of learning to trust? Jean Piaget in his cognitive-developmental approach attempts to explain how people gradually build an understanding of their world. In the preoperational stage, the preschool child begins to be able to think about objects and people independently of his or her own actions. But it is not until the concrete-operational stage, that the child can organize these thoughts systematically enough to begin to think logically (about abstract things) and well enough to apply social rules to themselves and to others (Fischer/Lazerson, 1984).

Erik Erikson describes a crisis as, "a developmental turning point that is reached when an individual is mature enough to face important new social requirements or opportunities" (Fischer/Lazerson, 1984, p. 398). Basic trust is the first crises or stage that a child should develop.

Social philosopher Sissela Bok is deeply interested in "trust" among individuals and nations for "trust is something built up among individuals and nations by repeated actions - a basis for relations that are deep" (Kidder, 1987, pp. 12-13). The trustful individual's small zone of peace would have to extend into one's family and community and then into the entire world. Is peace so abstract or is it a matter of learning to trust?

Another cause of the problem is the reluctance of some educators to teach peace programs because it is controversial and there are objections from strong and vocal groups. This controversy is discussed in the following review of literature.

Relationship of the Problem to the Literature

Educators do not seem to agree on the best method for presenting peace education. John Dewey and Nicholas Murray Butler in Educational Theory (Howlett, 1987) urged drastically different approaches to peace education. As a liberal peace teacher, Dewey's educational approach was through social science, history and geography in

particular stating that geography would help a student to gain insight into both nature and society and take into account the study of all people. As a conservative peace administrator, Butler relied on the literate populace and their contacts with important friends in government.

The United States government cannot seem to agree on peace bills or the support of peace programs. In 1985 Congress approved funding for a U.S. Institute of Peace (Fry, 1986). Fry also found significant political opposition to the Institute, but felt that the successful struggle for its authorization was testimony to the growing support for peace education.

A leading North Carolina Democrat, who refused to let his name be used, said "The American people love guns and bombs, and if democrats try to talk about reducing arms, we're pictured as pacifists" (Dillin, 1989, p.2).

In support of the above statement, last summer this writer interviewed a U.S. Senator and a U.S. Representative from the writer's home state and they stated flatly that every one says they want peace but it is a touchy subject. Many people see it as being critical of the wonderful men and women who have served in the defense of our nation.

New Zealand seems far away, but it is one of only a handful of countries in the world to attempt to include peace studies in primary and secondary schools. Jason Salzman (1987) reported:

> Efforts by the New Zealand government to introduce peace studies in the public schools have led critics in New Zealand to accuse the Labour government of attempting to use the public education system to consolidate public support for its widely publicized ban on port visits by nuclear-armed and nuclear-powered ships. (p.29)

These proposed peace studies in the school program sparked a political controversy with objections to use of the word "peace" to describe the governments educational reforms.

In this country The Foundation Endowment Report (December 1988/January 1989) in referring to Peace Child and Peace Studies said they are propaganda, an effort to form an opinion for a student instead of allowing the student the opportunity to come to his own conclusion, manipulative and shocking as well as being blatantly thrusting politically biased teaching before American students. Douglas Sloan (1982) rebukes this when he states, "efforts for peace are intimately connected with education because they involve the ways in which we attempt to know and understand reality" (p.2).

Jerome Kagan (1984) explains that because the three year old can empathize with the feelings of another, he realizes that the person he dislikes privately would feel distressed upon discovering that fact. The capacity for empathy with another forms a universal foundation for regarding restraint on aggression as good.

Robert Coles (1986) worries about the very young children who have, through movies, television, adventure stories and weekly cartoons, come to know and be familiar with a variety of odd-shaped creatures whose magical powers amaze them. "May the Force be with you!" A fad? A joke? Coles worries about the persistence of our earthly capacities for decency and for malice and the effect on the compassionate moral attention of so many children.

In summarizing the literature there are apparently drastically different approaches to peace education. A few countries are making efforts toward including some form of peace education in their curriculum while others are hestitant because of the statements of some groups that peace education is propaganda and manipulative. Certain literature states concern for the young child because of exposure to movies, television and weekly cartoons that effect the capacity for decency and compassion. There is evidence in the literature of growing support for peace education.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of Goals and Expectations

The goal in general was to try to develop a simple, flexible peace education program for specific preschool students to increase their awareness of peace. The expectation was that the parents would participate and become involved and that the program would touch others in this specific preschool.

Behavioral Objectives

The writer expected that following the implementation of the practicum the majority of the young students would demonstrate behavior that showed a greater understanding and respect for themselves as active peacemakers by resolving some problems at home and at school.

Through active involvement, their environment would be improved and some animals would be cared for with greater respect.

At the end of three months the students would behave with more compassion for the exceptional other, by willingly participating in joint activities with hearing impaired children.

An awareness of some other cultures would be demonstrated by the children's use of some words and objects from these cultures and an ability to locate the appropriate country on a world globe.

It was a primary objective to have the majority of the parents of these students become involved in at least one peace related school activity, and indicate that their child/family had at least discussed peace at home.

Following the involvement of the major population of the preschool in a peace program the writer expected that their attitudes toward peace would be enhanced.

Gaining feedback from an outside evaluator was a final objective.

Measurement of Objectives

One instrument for measuring the first five objectives was a questionnaire/check-list that was developed by the writer and was sent to the parents of the nursery preschool students (see Appendix A for questionnaire). This questionnaire provided a place for additional comments by the parents.

The writer used participant observation as a major evaluation measure. A daily record was kept of all classroom events that were related to the peace education curriculum (see Appendix B for introductory pilot curriculum).

At the beginning of the school year each student was

asked for different meanings of the word "peace." At the conclusion of the peace program these same students were asked this question again. Three and four year old students at another preschool, without a peace education program, were also asked for meanings of the word "peace." The responses were compared.

Qualified people, involved in teaching Peace Studies at a college, and at The Institute for Peace and Justice, and at Peace Links, evaluated the peace education program curriculum.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

The Robert Muller School is a certified United Nations Associated School Providing education for international cooperation and peace. The Robert Muller School World Core Curriculum Guide (April 1988), covers four segments of knowledge:

1. Our Place in the Universe
2. The Human Family
3. Our Place in Time
4. The Miracle of Individual Human Life

The goals and objectives for the above four "Harmonies" are clearly stated. Portions of the implementation would be difficult in the writer's setting as the learning level is 4-6 years. A few of the learning examples are not really clear, such as under Music/Art, "Paint faces with Nuba face patterns" (p.40), but some of the ideas would be appropriate.

Mary Joan Park (1985 has established 20 suggestions for teaching peace and nonviolence to young children in the home. These include helping children experience forgiveness, encourage autonomy, and provide a good

example. In her book Peacemaking For Little Friends, Tips, Lessons & Resources for Parents & Teachers, Park has mentioned 12 lessons to motivate, stimulate ideas and give a framework for developing peace-making themes. The lessons are fine but are for 4 to 12 year-old children. There are some great ideas that perhaps can be tried with younger children. Drawings of students' hands with lists of things hands can do for peace would need teacher assistance but could be tried.

Designing a Global Curriculum according to Dr. A. Harry Passow (Fall 1988) should include:

1. Peace education
2. Cross-cultural studies
3. In-depth study of proglems faced by humankind (including the moral and ethical sides of these problems)
4. Help in understanding "emerging concepts" which are wide in scope and constantly changing
5. Future studies
6. Critical reading and reviewing of world and local news cal reading and reviewing of
7. Networking opportunities with other students around the world opportunities with other
8. Activities for the study and solution of real life, problems
9. The process skills necessary to these studies (p. 3).

Passow wants educators to shift their focus and bring the world into the classroom, using media and community resources to help connect the curriculum to the outside world. The community has many valuable resources.

Kathleen McGinnis works for The Institute of Peace and Justice. She and Barbara Oehlberg have published ideas for peace education in Nurturing Young Children As Peacemakers, Starting Out Right (1988). The idea of parenting peacefully with preschoolers may strike some as incredible. McGinnis and Oehlberg devote the first chapter to establishing the foundation blocks for a life of dedication to justice and peace: nurturing self-esteem developing social relationships, and building independence and self-discipline. Making "Peace Soup" (p. 105) with the ingredients of love, listening, forgiveness, sharing, etc. concludes with the declaration: "peace is delicious!"

Peace (Dwyer/MacKenthun 1986) is for ages 7 to 12. Some of the ideas could be used with younger children with the assistance of adults. One is making Building Blocks for peacemakers, stating that, "There are many ways that you can bring peace to your little corner of the world" (p. 21). On rectangles of paper write the suggestions of the children. The suggested idea for starting is "Tell the Truth."

Perhaps if peace education is taught as moral development there will not be as much opposition. Bringing Up a Moral Child, A New Approach for Teaching

Your Child to Be Kind, Just, and Responsible, is the approach of Schulman and Mekler (1985). Moral behavior has two components: its intention must be good, and its goal must be fair and just and responsible. They cite three psychological processes of moral motivation.

1) internalizing parental standards of right and wrong action;

2) developing empathic reactions to other peoples feelings;

3) constructing personal standards of kindness and justice.

These are based on the operant, respondent, and cognitive behavioral systems. Schulman and Mekler point out that "Children as young as three have a surprisingly keen sense of right and wrong, which includes an awareness of what is just" (p. 238). They suggest that you begin during your child's earliest social interactions to tell them about considering the other person's rights, recognize his or her similarity to yourself and treat everyone as you want to be treated. If you start early reminding the child of this, you will find that treating people fairly will be important to him.

Schmidt and Friedman's Peacemaking Skills for Little Kids (1986) advertises that it will give teachers an opportunity to teach and reinforce the concepts and skills that are vital in today's world. This holistic approach includes curriculum, puppet, cassette and poster and

sounds good but at $56.95 it is more expensive than the writer's budget could afford for this project.

Description of Selected Solution

The solution that the writer planned to implement was a day by day unfoldment of ideas. This solution covered four areas.

1. Understanding and respecting self as peacemaker
2. Respect for nature and environment
3. Compassion for the exceptional other
4. Awareness of others in our world

The proposed four areas best suited the goals and objectives of the writer in the preschool setting because they are simple and flexible and allowed for new ideas as they presented themselves.

Report of Action Taken

Prior to beginning implementation the writer obtained the permission of the preschool to proceed with a peace education program (see Appendix B for program). Supplies and money needed for the program were provided by the writer, the school or from a small peace fund established by several interested people.

1. To support growth in understanding and respecting "self as a peacemaker" the writer made laminated name tags for each child with a dove and the child's name on one

side and the word peace on the other. At the beginning of the school year each child had been asked the meaning of the word "peace" and then they were asked this question again at the close of the school year. The word peace was actively used and discussed daily in the classroom.

Each child was encouraged to listen carefully to another and tell the other what qualities were appreciated. At moments when a peaceful solution was not apparent a child would tell what was not appreciated. Cooperation and compromise became peaceful choices.

A small three-ring "peace" notebook encouraged each Nursery student to collect artwork pages such as sponge paintings, crayon drawings, cutting and pasting, etc. with peaceful messages written by teachers. Pray for Peace bumper stickers were donated by a friend and were stuck on the front of each notebook.

Mothers were involved in helping to sew, stuff and dress a peace doll with each child, to be cuddled when that child felt a loss of inner peace or to be slept with at rest-time.

The children were read to daily. At least one of these stories had a peaceful ending or else the students were encouraged to create peaceful solutions (see Appendix C for resources).

To encourage flexibility of thought, familiar nursery rhymes were relearned with new and more peaceful endings. These rhymes were shared with the entire preschool,

parents, other family members and guests at a special program in the nursery (see Appendix D for rhymes).

Three large cardboard packing boxes were cut-out by the teacher, painted by the students and place side-by-side to form a Village of Peace. Each student was required to say the Beatitude from Matthew 5:9 about being a peacemaker, before entering the Village to play.

Quotations about peace were memorized and used as a "grace" each day before eating lunch.

A parent helped each student to select fabric, cut and sew a pocket. This pocket was designed to be pinned onto the child's clothing to carry treasures, including an imaginary peaceful smile that could be shared with others.

2. To facilitate the next step in learning about peace and to gain more respect for nature and the environment, the writer made a job chart. The job chart changed daily to provide opportunities to care for pets and plants and to perform other tasks. The pets included a lop-ear rabbit, fish, a turtle, and an Indian pony that they helped to groom. He was ridden weekly.

The nature trail was walked frequently as the children were encouraged to look for peaceful signs of beauty. Litter was picked up and the students and their families collected aluminum cans for recycling, in conjunction with a second grade class. The children checked the cans with a magnet to make certain they were aluminum and then counted them.

The children were encouraged to use just one towel to "save a tree." The class joined the other preschool students and planted an evergreen tree to help the environment.

The students studied birds of prey, collected supplies for the Raptor Rehabilitation and Propagation Project Center and had a field trip to learn more about these birds.

3. In the third step of learning to show more compassion for the exceptional other, nearly 3200 Campbell Soup labels were collected, cut, counted and shared with students from Central Institute for the Deaf, so that they could redeem them for learning materials. The nursery class visited with two classes of hearing impaired children. The same two classes of exceptional children later visited the nursery class.

4. Another important step in the peace program was helping the young children become more aware of others in their world. A study of Scandinavia involved learning some Norwegian and Swedish words and songs. Some of the activities of the people in this area of the world were viewed in books, movies, and slides. Nobel Peace Prize medallions from Sweden became important in the daily routine of being peacemakers.

A study of Japan involved a tea ceremony, learning several relevant words, cooking and eating rice with chopsticks, learning how to tear rice-paper to make

decorations, and wearing kimono, obi and gettas (shoes). Pictures were drawn for children in Japan and stories of Heiwa (peace) dictated. These pictures were sent to Japanese children to express a desire for world peace.

Ghana, Africa became familiar to the children as they communicated with a day care center in Accra. Books, packages, and photos were sent to these new friends in exchange for photos, drawings and a history of Ghana. Games, clothing, furniture and other objects were borrowed from the museum and handled as the children located this small country on several different globes. Cutout figures of children from Scandinavia, Japan and Africa were assembled and pasted into each child's Peace book.

A couple from Russia came to visit the class. They talked about their children and the lady read a story about a baby chick, in Russian. The children learned several Russian words. "Good morning" which sounds like "dobre utra" continued to be used each morning by some of the students.

A Peace Studies class from a college spent a day in the nursery class. Several of these college students later reflected on the experience in writing.

The writer was invited to give a Peace Program for the lower school. The entire preschool became involved. Each child dressed in a costume from another country and threw away an aggressive toy or a symbol of aggression to show a desire for world peace.

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

The writer's 16 preschool students were asked the meaning of the word "peace" at the beginning of the school year. Half of these 3 and 4 year old children responded that it was a "piece" of something: five children named pieces of things to eat, one said a piece of paper, one thought of a puzzle piece, one a piece of wood. The other children were not sure: one child had heard of peace, joy, and power in a song but did not know the meaning of peace; one said it must be something special, two did not know, one said it is another name for a gun, one said it is not being bothered, and two were not as yet talking.

At the end of the school year these same children were very vocal about peace. The majority spoke of peace in terms of doing something to make other people and animals feel good and then feeling happy about what you have done. Half of the students spoke of being peacemakers at home by sharing toys, hugs, and smiles and by settling fights. Two children talked about not wanting aggressive toys, and sending things to children in other places to make them feel peaceful.

For comparison the writer then visited another preschool where peace education was not in the curriculum. The writer was permitted to talk with 3 and 4 year old children individually while putting them at ease before asking for meanings of the word "peace". One child was certain it was a round green thing he didn't like to eat. Six children responded with different pieces of food. One child made the peace sign, with his fingers, that his baby sitter had shown him but he did not know what it meant. Another said not to have guns, one said quiet, like when mommy says "leave me alone, I need peace and quiet." Three children did not know. One replied naptime, one said don't take toys that belong to someone, one responded be gentle and only kick dinosaurs. Other children in this preschool were anxious to talk with the writer but none of them knew meanings for the word peace.

The majority of the students in the writer's setting demonstrated behavior that showed a greater understanding and respect for themselves as active peacemakers by harmoniously resolving most problems without adult interference and finding peaceful endings to stories as a result of the first objective.

These students collected supplies for birds of prey and delivered them to a rehabilitation center. They cared for their Indian pony and classroom pets and improved their environment by consciously using fewer paper towels, conserving water, and collecting aluminum cans for

recycling.

There was generally more compassion shown for the exceptional other as these students interacted with children who were hearing impaired and collected, counted and cut labels to share with these children to redeem for educational equipment.

An awareness of some other cultures, as a fourth objective, was achieved as these children spoke of world peace, finding countries they were studying on several globes, sending drawings to children in some of these countries, and eating foods and using words from these cultures.

The parents became involved in peace related projects and attended peace programs given by the students. The writer developed a questionnaire on peace (see Appendix A for the form) and sent a copy home to each family and two to a divorced couple. All responded.

One set of parents responded that it was difficult to judge whether their child had matured and therefore was gaining more respect and understanding or if the peace program had any effect. A divorced father felt he had not been as involved as he would have liked. Parents of another child appreciated the efforts toward peace and character development. The majority of the parents indicated that they had discussed peace at home and had additional comments (see Appendix E for comments). See Table 1 for results of the questionnaire.

Table 1

Parent Responses to Peace Questionnaire - Post Peace Curriculum

	Yes	No	Cannot Judge
Child as peacemaker	16		1
Respect for Nature	15	1	1
Respect for Environment	15	1	1
Compassion for Exceptional Other	11	4	2
Aware of Other Countries	17		
Specifically:			
Ghana, Africa	11		
Japan	11		
Scandinavia	9		
Other	2		
Parent Attended Peace Related Activity	16	1	
Peace in Family Conversation	16	1	
Awareness of Peace	17		

Following the involvement of the major population of the preschool in a peace assembly, these teachers and students spoke of peace more freely, and displayed peaceful attitudes more frequently in their classrooms. Several parents sent notes to the writer commenting on situations at home that were enhanced as a result of this assembly (see Appendix E for comments).

The final objective of gaining feedback from an outside evaluator was expanded as three qualified people, involved in teaching Peace Studies at a college, and at The Institute for Peace and Justice, and at Peace Links, evaluated the peace education program curriculum. All three reported that the program was very appropriate for preschool age children. One of the evaluators said it was excellent while feeling there should be more emphasis on "risk taking" that is needed to resolve problems in a peaceful manner and that the children should know that it does not always work.

Another evaluator said it was a positive program and liked what was done with the environment and other cultures. This evaluator would like to see more being done with the children's feelings. Both of these people said to remember, "peace is active."

The third evaluator visited the class for a day and wrote of the peaceful activities, reconciling conflicts, significant indicators of real ways of peacefully resolving conflicts, evidence of the validity of peace as

an active principle of human thought and behavior that is based on love. This evaluator's key memory was of an obvious conscious effort to infuse all activities and interactions with a commitment to peaceful ways to work together to assert love with justice here and now. As a peace educator he felt that although this setting is somewhat unique the forms in which this peace is manifested are appropriate to share with other educators who wish to see how peace can be incorporated into the education of youth.

An unexpected result of the program was a visit from a college Peace Studies class. Some of these students wrote of the experience. One was impressed with what could be learned of peace at an early age.

> Most kids grow up being taught aggressive qualities and this is evident in the toys on the market which provoke violence but the children we were with were being taught the importance of peace which was obvious in their actions.

After spending a day observing the nursery class another Peace Studies college student wrote,

> In studying peace it is easy to feel that there is nothing you can do, because it is such a huge and overbearing problem. Visiting with these children made me realize the level in which peace must start. And that everyone can do something and make a difference (see Appendix E for comments).

Conclusions

Could a peace education program for three and four year old students be developed? The writer had determined as an individual to face this issue and attempt to teach young students to: find peace within, develop a caring attitude toward each other, show a compassionate spirit toward exceptional individuals, display empathy for all of God's creatures, express consideration for the environment and feel an at onement, a brotherhood toward others in the world. The writer has concluded that mental peace is a profound force, it is a potent force for harmony in our world, and yes worldwide peace can and does begin with individuals, especially with very young individuals. A peace education program with young children does work; these students have already made a peaceful impact.

Mother Teresa, of India, winner of the Nobel Peace Prize in 1980, later said (Fulghum, 1988, p. 192), "We can do no great things: only small things with great love." One of the definitions of peace that has great implications for the early peace education issue, came from the book, All I Really Need To Know I Learned In Kindergarten by Robert Fulghum (1988),

> Peace is not something you wish for;
> it's something you make, something you do,
> something you are, and something you give
> away! (p. 192)

A professor of Sociology and Peace Studies wrote of

the children in the nursery class, "Such gentle loving and firmly committed souls took our hands and walked us through their peaceful village and the whole world smiled!"

Recommendations

The writer would recommend that peace education be taught to very young children on a daily basis. One parent recommended that more emphasis be placed on helping the young child to be more discriminating about what constitutes peaceful play activities. Two evaluators recommended more frequent mention and application of peace in an active connotation. One of these evaluators mentioned talking with the children about feelings and emotions more frequently. It was also recommended that more cultures be taught. The writer would recommend a willingness to try new peace ideas, be a risk taker, and most of all to keep the ideas simple and affirmative.

Dissemination

When the writer began working on the peace education program several articles appeared in school newsletters that are sent intercampus and also internationally to alumni and interested people. As a result over 30 people, at different times, wrote asking about the program. The writer answered these requests with as much information as was available. These requests came from people in the

United States, Canada, England, Switzerland, India, and Africa. The writer sent home handwritten, duplicated letters to the parents of the nursery children at least twice a week. The preschool supervisor sent home several notices to the entire preschool about the peace program. The college "Peace Studies" instructor duplicated the writer's daily journal and gave copies to his students.

The writer was requested to and did send a summary statement of the Peace Education Program to Dr. Arbelardo Brenes at the University for Peace in Costa Rica, where a conference for Seeking the True Meaning of Peace was being held in June.

The writer has written an article about the Peace Education Program for a publication for the parents of infants and toddlers. This publication has subscribers in many parts of the world.

Seven parents of next years students have requested that the peace program be continued. The peace curriculum will continue.

A woman in Wilmington, NC., informed the writer that she had taken the liberty of sending out copies of a two page article about the writer, entitled "Preschool teacher educates for peace" to all 32 preschools in Wilmington, because it "has no boundaries, religious or otherwise."

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APPENDIX A

QUESTIONNAIRE ON PEACE

This questionnaire is being sent to you as a parent of a Nursery student. Will you please take time to fill it out? Your answers are very important to the evaluation of the peace education program established this year.

1. Has your child gained a greater understanding and respect for his/herself as a peacemaker?

   1a. Yes _____

   1b. No _____

2. Has your child gained more respect for nature?

   2a. Yes _____

   2b. No _____

3. Has your child gained more respect for the environment?

   3a. Yes _____

   3b. No _____

4. Does your child have more compassion now for the exceptional child that is different in some way, for example, the hearing impaired child?

   4a. Yes _____

   4b. No _____

5. Has your child become more aware of other children in our world?

   5a. Yes _____

   5b. No _____

If your answer is yes, please check the country or countries that have become more familiar to your child.

5c. Ghana _____

5d. Japan _____

5e. Scandinavia _____

5f. Other _____

6. As a parent, have you become involved in or attended at least one peace related activity at school?

6a. Yes _____

6b. No _____

7. Have you addressed peace in family conversation or done anything at home to complement the peace program?

7a. Yes _____

7b. No _____

8. Has you child become more aware of peace?

8a. Yes _____

8b. No _____

Please write additional comments on any of these questions, it will be very much appreciated. If you need more space please use the attached blank page.

Thank you for taking your precious time to answer these questions. Please return this form to me promptly.

Sincerely,

signature of the writer

APPENDIX B

INTRODUCTORY PILOT CURRICULUM

INTRODUCTORY PILOT CURRICULUM for PEACE EDUCATION

In preparation for this peace program, the writer asked each nursery student to talk about the meaning of the word "peace." There was little comprehension of this word. The writer began using the word peace and peacemaker as often as possible in appropriate situations.

Day 1 of the program: Each child was given a name tag, blue laminated round shape on a cord with a white dove and the child's name on one side and the word PEACE on the other. A story of Noah and the Ark and a discussion of the dove as a symbol of peace led to constructing and coloring paper doves. Then with wings attached, the doves were hung around a huge clear plastic globe of the world suspended in the locker area.

Day 2: The students were asked to color a simple cut-out of a child and these were put in a circle on a bulletin board with the hands touching. In the center of the circle were the words, "Let Peace Begin With Me."

Day 3: A Peace Book, a three ring note book, was begun. A bumper sticker donated by a friend, stating "Pray for Peace" was affixed to the cover of each book along with the name of the child. The first drawing was of the child's family having a peaceful time.

Day 4: The children were encouraged to earn money to buy supplies for the raptors, birds of prey, who have been injured. Each child was given an opportunity to create a

marble painting. A paper the size of a page for the Peace Book was put into a cylinder with one end open, a marble was spooned out of a pan of paint and dropped into the cylinder. The cylinder was capped. The child hopped or jumped around or just shook the cyclinder with the painty marble inside. Different colored paint-dipped-marbles were substituted until the page had the look that pleased the child. A letter was sent to parents about activities.

Day 5: The writer prepared a job chart to facilitate learning more about respect for nature and the environment. The names of the children, who were to perform the tasks of caring for the classroom pets, plants, and needs of others, were changed daily. The pets included a lop-ear rabbit, fish, a turtle, a small toad and an Indian pony that they helped to groom. He was ridden weekly. Awareness of the tasks to be perform became important to each child and the jobs were taking care of with joy. The marble painted page was added to the Peace Book with a sticker of an endangered animal attached, and The words, "All God's creatures great and small." The Bible verse for Grace before lunch is, "I will hear what God the Lord will speak: for he will speak peace unto unto his people..." (Psalms 85:8).

Day 6: In Music class the children began learning "Song of Peace" Finlandia. A study of Scandinavia was initiated in an effort to learn and appreciate other countries. An exchange student from Norway visited the class and told of

her homeland, customs, clothing and some Norwegian words. An American friend who had lived in Norway showed slides and taught the class a song, "Bae, Bae, Lille Lam" about a little lamb and a barn (child).

Day 7: The class viewed three films on Norway, The Log Raft, A Norwegian Summer, and Norwegian Adventure. The children helped to make Nobel Peace Prize medallions to share with each child in the preschool at the Scandinavian Market day in the Senior Kindergarten. These were to be awarded to each child who said the Beatitude about being a "peacemaker" (Matthew 5:9). At other times they were given to child caught in the act of making peace. One little child was crying and when he was quiet, another child said, "He found his peace." The class continued adding to the display of owl, eagles and other raptors. Played game of owl and mouse in preparation for field trip to see raptors.

Day 8: A mother shared item of clothing and objects from her Norwegian parents. The class watched this mother fry Norwegian cookies. The class learned how to peacefully and calmly evacuate a school bus. The story of Timothy Turtle, about a frog who helps a turtle find peace, was read and discussed. A child helped a friend who was struggling to pick up a heavy box. They smiled and said "We are like the frog and turtle."

Day 9: Viewed film Christmas in Sweden. Painted a page with watercolor for Peace Book. Walked to Post Office to

mail another package to a preschool in Ghana, Africa.

Day 10: Parents helped on a field trip to the Raptor Rehabilation and Propagation Center to observe birds of prey and take the supplies that each child had collected. A letter was sent home all nursery parents.

Day 11: Each child created a home out of paper shapes glued to the watercolor page with the words "Peace be to this house" (Luke 10:5). Each child's home address was printed on the house and added to the Peace Book. Stephen on Sunday, a film about a Danish family was viewed. The children began learning the Nursery rhyme The Old Woman in the Shoe, with a rewritten more peaceful ending.

Day 12: A mother helped the class to bake a Kranse Kake, Norwegian Crown Cake, to share at the Scandinavian market day. The Senior Kindergarten children, dressed in Scandinavian clothing, sold cheese, flags, a ride on a pretend Viking ship, an opportunity to fish, ski on a snowy white sheet, climb a small mountain and have lunch, all for a few pretend krona (Scandinavian coin). A great deal was learned about these countries. A note was sent home to the parents about these and previous activities.

Day 13: A grandmother came to tell the class about Japan. She dressed her granddaughter in authentic clothing and taught the children the correct names for each part. After reading two Japanese stories, she showed the children pictures made from torn rice-paper. This was followed by a ceremonial tea party. A cardtable with the

legs folded underneath served as the low table, two children at a time dressed in kimono, sat on their knees, and were served orange juice by the grandmother and responded with "Domo Arigato" (thank you very much) and bowed with hands on legs.

Day 14: "Ohi-Gazimus" (good morning) was the greeting as the children arrived. A discussion of Japan included questions such as: "Can you walk to Japan?" Each child located Japan on globe that was passed around. " Do you cross the Atlantic Ocean or the Pacific Ocean?" "What is the fastest way to get from our school to the island of Japan?" "Do you think we all want peace?" Each child drew a peaceful picture to send to children in Japan following this lively discussion, expressing a wish to reach out with love for world peace. The Bible verse for Grace was, "Let the peace of God rule in your hearts...and be ye thankful" (Col. 3: 15). The same Grace is used daily until the majority of the children understand it's meaning.

Day 15: Each child dictated a story to go along with the crayon drawing from the day before. Some of the quotes were: "This is a Japanses child. This is a peaceful house with many color windows and it is filled with love." "This is a Japanese child, we are being friends." "I want us to have peace and never kill." "This is my mom, She is praying for peace." "This is a boat trying to shoot a harpoon at the whale, but it can't because we are

protecting the whale 'cause we want peace. This is me. This is a Japanese boy. The whale. We are working together."

Day 16: Rice was cooked and the children ate it with chopsticks. The class walked to the post office to mail the Heiwa (peace) drawings to the Shoshin Society for children in Japan. On the way to the post office interesting pictures made with torn rice-paper by Third grade students were seen and admired.

Day 17: Each child made a rabbit head band for a Spring party and decorated it with torn paper spring flowers, Japanese style. A note went home about the activities, with the customary little drawings so the child could "read" the note along with the parents.

Day 18: The class received a letter, a short history of Ghana, Africa and two photos of the children at the preschool in Accra. They had not received the first package that the class had sent to them. The Instructor/Director said that she had begun a peace program patterned after the nursery program. "We are learning to establish inner peace, reaching out to the community with the touch of peace and living for all mankind, because peace cannot be limited."

Day 19: Several of the children were discussing Peter Pan and the pirates, they had seen the movie, and a child stated, "The pirates are not very nice, they are not peaceful." The children began learning another Nursery

Rhyme, "Little Miss Muffet" in which she learns that she does not have to fear the spider.

Day 20: Each child glued cutout pieces together to represent a Japanese girl. Then each chose paper from a wallpaper sample book for the kimono and obi, and drew gettas (shoes) on her feet. Torn paper flowers were added to her hair. As this figure was glued into the Peace Book the teacher talked with the child about Japan and the desire to be friends. Each time that you make a friend from another country you are creating and spreading peace. At circle time the class requested two peace songs that they are especially fond of singing, "Peace Like a River" and "O' Gentle Presence, Peace and Joy and Power."

Day 21: Two fellows were physically fighting over the same toy. They were asked to go and get their Peace Dolls from the basket and sit down together and see if they could think of a peaceful solution. As they talked and held the little cloth dolls, the warmth of their hands brought out the pleasant aroma of the cinnamon stick inside of each doll as the dolls "talked" to each other of what they did not appreciate about the other. Soon the two fellows were laughing and smelling each other's doll. They went back to playing. "We're peaceful now." These Peace Dolls were made earlier in the semester. Four mothers and a friend brought portable sewing machines into the room and helped each child to sew, stuff, and dress the little Amish type dolls. (The class had studied the

Amish culture at that time.) The teacher had cut the pieces beforehand. The child drew a face and hair on the doll so it could be identified. The little Peace Doll became a companion at playtime, resttime and problem-solving times. Tiny bits of torn colored paper were glued onto the bottom of the Japanese page in the Peace Book by one child to make a garden. Other children did the same. The Bible verse, "...have peace one with another" (Mark 10:50) was written on this page. The peace songs mentioned above were requested and sung again. Following lunch each day, without being reminded, each child selected one of the four Nursery Rhymes to recite. "I Love Little Pussy" and "Rock a bye Baby" had been read during the week. As a child recited "Little Miss Muffet" another said, "That spider was really listening to peace." Day 22: Each child created a flower with five petals and a yellow circle center and then drew smiling face on that center. These were used to change one of the bulletin boards from a large circle with LOVE FREEDOM PEACE with hearts created by the children, to a large circle that had the words PEACE GROWS HERE surrounded by the flower faces. A boy smiled, "Wasn't I peaceful to let you go first?" The instructor in charge of International Students at the College, brought in clothing worn by a woman and a man in Ghana. This was added to the display table of books and objects, from Ghana. There is also a display of Japanese objects, books and clothing. One child called another

"stupid." The child said, "I love God." The other said, "I do too." Then, "Well, God's child isn't stupid." "yes I know." "We found our peace." Both went off to play.

Day 23: A couple from Russia came to visit. They talked about their children, and the lady read a story about a chick, in Russian. The children understood parts because there were pictures and the animals made familiar sounds. The class learned to say, "good morning" which sounds like "dobre utra" and "good bye" = "das vdonya," "yes" = "da" and "no" = "nyet." A new Grace was learned, "...all thy children shall be taught of the Lord and great shall be the peace of thy children" (Isaiah 54:13).

Day 24: The children received photographs from an Upper school foreign student from Ghana. The photos are of her father and of herself with a friend. All three were dressed in native costumes.

Day 25: Each child had an opportunity to either comb, brush, or curry the Indian pony, or clean his hooves with a hoof-pick. "Poco Pico looks so peaceful now," one of the children said, "so now we can ride on him." As half of the class had riding instruction, the other half with the assistant teacher, went on the nature trail to look for peaceful signs of Spring. The curator from the College School of Nations Museum visited the class and brought many objects from Ghana. She spoke to the children about these objects. One was a hand-carved wooden Chief's stool. Another was a wooden game called

"Oware." The curator also modeled some of the clothing. One child was asked to sit separate from the class to gain self-control. After a while he said, "I found my control and my peace now."

On Saturday there were two workshops on Peace. A woman author from The Institute for Peace and Justice addressed the question "Can Young Children Be Real Peacemakers?" Another woman from Peace Links suggested ways of "Sharing the Power - Conflict Resolution with the Young Child."

Day 26: The class was invited to an art exhibit in the Upper school museum. It was mostly paintings from the old West with many cowboys and native Americans. It provided an opportunity to talk with the Docent about the reason the people in the paintings needed weapons to provide food and protection for themselves. The Docent discussed the feelings of the students toward these people and the possible feelings of the people in the paintings and the anger, fear and even tender friendship. Later in the day the children discussed times when they felt angry, afraid and even sad, and how they expressed these feeling. Rock Finds a Friend a story about these feelings was read. "One more time, please?" A note was sent home to all preschool parents about a planned Peace Chapel.

Day 27: Two children has gotten their Peace Books from their lockers and were sitting together looking through the pages and discussing them. This happened frequently. Each child made a chalk painting on a large paper and also

on a smaller sheet that will later go into the Peace Book. A discussion of recycling to save precious things in our environment, brought forth ideas of keeping the environment beautiful for all to enjoy and make it more peaceful. The class decided to recycle aluminum cans. A note was sent home to the parents.

Day 28: Each child tells the teacher of his/her "plan" after completing a manipulative game in the morning. A child said, "My plan is to be peaceful in the doll house." A boy exclaimed, "My brother gave me this beautiful sweater. It used to was his." A little friend said, "He recycled it, right?" Two boys holding Peace Dolls, sat together in the big rocking chair following a physical arguement, both very angry. Lively discussion. As chair rocked they began to giggle and said, "This chair was a peacemaker." The class baked brownies for the fire-fighters at the Airport Fire Facility. One child put his finger into the baked brownies and dug some out. The class tried a Peace Table, as suggested at the Saturday workshop. All children put a hand on the table and several suggested peaceful solutions. A girl stated, "He could do it never again." All agreed. The class practiced songs that would be sung at the Peace Assembly that the writer had been asked to conduct for the Lower school. The story of Little Raccoon and the Thing in the Pool about the little raccoon who overcame fear and anger was read and discussed. It was acted out with a puppet

and a mirror. When raccoon smiled, the thing in the pool smiled back and little raccoon found peace.

After school teachers meeting: Discussion of the Peace Assembly. All of the other preschool teachers offered to help. Each preschool child was involved, too.

"What do you say about the people who are defending our Country?" one teacher asked. A paratrooper, in full uniform, who visited the Nursery class earlier in the year, told the children about a Soldiers Conference held in Germany last Fall and the theme was, "Let us therefore follow after the things which make for peace" (Romans 14:19).

Day 29: Radio/clock/alarm played, "What the World Needs Now is Love Sweet Love." Twin bro;thers in the class brought in a large trash bag full of aluminum cans to recycle. A boy brought in one can. A bucket was labeled to hold any cans the children brought to school. A boy said, "I'm a tree saver." The writer had put a sign on the towel dispenser that said, "Save a Tree, Use 1 Towel." All of the children did this with pride. Read Whistle for Willie and talked about sending this book to the children in Ghana, Africa. Using two globes the class discussed ways that the book would travel to Africa. Following a trip to the Library the class walked to the Post Office and mailed the book to Ghana. The children excitedly told the Post Master why the book was being sent to Ghana. At rest-time, with eyes shut, the children were asked to see

the pictures in their thinking as the story of Herbie's Troubles, was read. It had the message of not reacting to a bully, and finding your peace.

Day 30: Parents helped with a field trip to the International Airport to learn of the inner control the pilots and others had in order to fly the large and small planes. A parent driver said, "I don't know about this idea of throwing away an agressive toy at the Peace Assembly. My boys have these toys but don't play agressively. Also we have relatives who hunt and I don't want the boys to think that they are bad." At the Airport terminal the children watched as four security people wearing guns, arrested a suspect. A quiet dialogue followed. "They didn't use guns." "Ya, they thought of a peaceful solution." "That's not how it is on TV." The class returned to the parents' vans for the short ride to the Airport Fire Facility. In one van all was going smoothly. Someone found an action figure toy. The parent reached into a "supply pocket" and gave each child a similiar toy. The children immediately began aggressive talk toward each other, leaning on each other, pushing and talking tough. One little girl turned around in her seat and said, "I'm ready to fight," holding up her toy figure. The assistant teacher asked all of the children to drop gently drop the toys to the floor. They could not reach them there because they were seat-belted in. The atmosphere immediately became more controlled, peace and

happy laughter returned to the van. The fire-fighters were impressed with the spontaneous, unconstrained and deep questions these children asked about the role of fire-fighters in what could be considered disastrous situations. "They help people to feel safe and then be peaceful," reasoned one little fellow.

Day 31: Two boys wanted same large wooden airplane. They complained angrily to teacher. The teacher asked them to talk together to find a solution, assuring them that she would help if they could not agree. After a few minutes both smiled proudly, "We've worked it out peacefully." They each decided to play with something else. All of the Preschool children went to the Lower school gym to practice for the Peace Assembly. Lot's of talk about expressing peace. When the Nursery class returned to their classroom the Second grade class came to see the Village of Peace. It had been made from three large cardboard packing boxes. One box was given to the Nursery by another class. The other two were cut-out by the teacher at the direction of the students, with doors connecting the three boxes. The children painted the village. The children decided that the "peacemaker" Beatitude (Matthew 5:9) should be said by each child entering the village to play. Second grade and the Nursery class exchanged idea on helping the environment, by using one towel and small amounts of toilet tissue and saving water when brushing teeth and recycling cans. On

the playground a large blue circle was drawn with chalk and milk. The words, "Circle of Love" were written inside. When a child felt upset or unhappy he/she stood inside the circle instead of telling the adult and anyone who saw the child, entered the circle and shared hugs and tried to help the person. This included the teachers. A boy was standing in the circle and soon said, "Nobody even noticed me!" Quickly three children ran to him and gave him hugs, even the offender came. Everyone was satisfied. In the afternoon several children chose to stand in the circle rather than tattle to the teacher.

Day 32: The Indian pony was being cared for by the children when one noticed the position of the pony's ears and said, "We made him peaceful inside." In doll house a little child cuddled a baby doll and said the peaceful version of "Rock-a-bye Baby." Three boys in block area discussing rockets and guns agreed "Thou shalt not kill" (Exodus 20:13), "Thou shouldn't even try to hurt."

Day 33: All Preschool children arrived early dressed in costumes from different countries and holding an aggressive toy or word (written on paper) to be thrown away at the Peace Assembly. This is part of the script the writer had written for the Assembly given as a Chapel.

"As a child, what can I do to contribute to world peace?" This is the theme of the United Nations for World Children's Day, this coming Sunday. The Preschool children are learning to be thoughtful peacemakers.

Peacemakers are those who practice the presence of God. This morning the Preschool would like to share ideas about peace, peace that begins with you and me. Each child has been asked to carefully look around at home and find any object that could pretend to frighten or make someone unhappy, or it it were real could hurt someone, like a pretend gun. They are going to put these objects in the trash in exchange for something of beauty, a flower. The children who do not have an aggressive object in their home will also be honored by receiving a flower. The children are dressed in costumes from any different countries to signify the desire for world peace.

All hum "Let there be peace on earth and let it begin with me," as Preschoolers deposit objects in trash and receive a daffodil from 1 of the 6 Sixth graders.

Bible readings on peace are followed by all singing "O gentle presence, peace and joy and power." One child from each grade, First through Sixth, and from the three levels in Preschool share an incident of peace or what peace means to that child. In between each young speaker, the writer tells of the various peace activities of the Nursery class. All Preschool sing two more songs, in between speakers, and conclude with the entire audience joining hands and singing "Let there be Peace on Earth." Each child who spoke was awarded a Nobel Peace Medallion to be shared with other peacemakers in the class that they represented. The response to the Peace Assembly was very

affirmative. Many parents and people from the community were present. A note was sent home to parents.

Day 34: A sponge-painting page was made for the Peace Book. Later in the day a paper dove was cut out and glued to this page and the words "Dove, symbol of purity and peace." Each child planted carrot and flower seeds, learning to grow food as well as something of beauty.

Day 35: Parent Conference day. This was also an opportunity for the parents to talk about how the peace program was affecting the home atmosphere.

Day 36: Continued to reinforce and add to knowledge of of countries studied. Read story of "The Tomten and The Fox." The simplicity and kindness of this old Swedish poem reflects the peaceful, quiet of a cold winter night and the warm close feeling between the old tomten and the animals. Each child made a child of Ghana using fabric for the garment, yarn for the hair and a cut-out figure. This page was added to the Peace Book with the words "And all thy children shall be taught of the Lord: and great shall be the peace of thy children" (Isaiah 54:13) our lunchtime grace. The class was invited to an operatic puppet show by Suzanne Pensler, a colorature soprano. She and her puppets sang from various operas in German, Russian, Italian, and French. This added to our knowledge of other countries and a peaceful appreciation of another form of music.

Day 37: After reading Too Many Pockets, about a joey

kangaroo, and A Pocket for Corduroy, about a teddy bear, a mother visited the class and helped each child select a piece of material, from her large collection, for a pocket. After cutting the material and allowing each child to assist in surging the pocket on her special machine, the pocket was pinned onto the child's shirt. The mother read Peter's Pocket, about a little boy who wanted an extra pocket. Then the children learned a song with an added new word, "I have something in my pocket... a great big peaceful smile." All day the children pulled pretend peaceful smiles from the pocket and put it on or shared it with someone who needed a smile. Peace seems to be everywhere. A note was sent home of activities.

Day 38: Parent Conference day with second group of parents. Many positive thoughts of peace were shared.

Day 39: Different size fire engines, fire hats and books related to fire-fighters were put on display and discussed in preparation for trip to local fire station. The discussion focused on the way that these community helpers care for others and help them to find peace.

Day 40: The writer hid smooth stones outside in the 12 X 12 foot sandbox. Each child, after completing a math game was asked to go outside and find one smooth stone. The story Rock Finds a Friend, about a rock that brings peace to an angry young boy, was reread and then each child painted a happy face on the smooth rock that had been warmed by the little hand that found it in the sandbox.

Day 41: The class baked brownies to take to the local fire people. A boy constructed a boat from large blocks. "It is so great it can go across the ocean to England and to Ghana and to the old times and even to the now times. Isn't it great?"

Day 42: Each child made a paper fire hat. Then with the help of parent drivers, the class visited the local firehouse. The only female firefighter was not on duty. As prearranged with these men, this was a very informative and peacefilled adventure. The class gained a new awareness of the dedication of these people. The children continued to bring in cans to be recycled. They checked them with horseshoe magnets to make certain that they are aluminum.

Day 43: The class made May Peace Baskets to share with someone to show love. Each child also made a sunvisor to wear to the Zoo, with the word "peaceful" and the name of the child. A new lunchtime Grace was learned, "...do good, seek peace and pursue it" (Psalms 31:14). Two Second grade students brought the class a poster of a lop ear bunny just like the one that hops about freely in the Nursery classroom. They said it was to thank the class for continuing to save aluminum cans.

Day 44: The entire Preschool boarded a bus for a trip to the Zoo. The Nursery class found animals that looked peaceful, well cared for and happy. They sang peace related songs on the bus ride to a park for a picnic after

the Zoo visit.

Day 45: The class began making Mother's Day gifts. One fellow brought in a fighter jet to throw away. His little brother had borrowed a toy from a lending toy library and there was a plane with guns mounted on the sides. The preschool child said it should be thrown away. The mother agreed to tell the library about his concern and then pointed out that he had a fighter jet and would he like to give his up, also, since he was asking the library to remove the plane with guns? He said, "Yes," and agreed this was fair. The mother told him now he had room for a new toy, the much desired backhoe tractor for the sandbox. This fighter jet was added to the sculpture the Lower school art class made from all the aggressive toys thrown away. The class took a nature walk to look for evidence of peace in the woods. This was a frequent and favorite activity.

Day 46: The mother of a former student brought two 4 week old piglets to visit and told of the intelligence and wonderful qualities of these little creatures. The classroom bunny who was the same size as these piglets, was very interested in them and they played peacefully together. A friend and her infant son came to our class and helped each child create a dove-of-peace bread roll. After baking the rolls, the class voted to take them home to share, rather then eat them at school. They thought this would be a peaceful thing to do. On this day a

display table was set up about piglets. Several books about pigs were enjoyed. The story of the Little Red Hen baking bread was read several times and acted out in dramatic play. The class made butter by shaking cream in a jar.

Day 47: "Three Kind Mice" and "Jack and Jill" were among the favorite verses learned. A little fellow said, "I know the one about Jack and I bet it will now be more peaceful." A child brought four animal shaped water-squirters in his totebag. "You never point them at anyone and they are more fun than water-guns."

Day 48: Each child formed grapevine, from the nature trail woods, into a wreath frame for the Japanese style torn-paper flowers that had been glued onto a margarine lid. This was the Mother's day gift.

Day 49: Read Six Crows, a fable set in a peaceful valley, and watched the black crows on the playground. The class had been enjoying several creative dramatic version of different stories. A co-op of infant/toddlers invited the class to share a dramatic interpretation of Goldilocks and the Three Bears. The children decided on an ending with Goldilocks and the bears overcoming fear and anger and becoming peaceful friends. The class baked sugar cookies for the Mothers Tea. A letter arrived from Accra, Ghana. The first package to the children in Ghana had reached them. The Nursery class decided to mail another package and include photos of themselves on Peace Chapel day.

dressed in different costumes. The class walked to the Post Office to mail this package.

Day 50: Four students, from a college Marketing class, brought four toy horse heads with velcro for around the waist. The class played and experimented with this new toy concept. One of the Marketing students commented on the sense of order and consideration the children displayed, making it a more peaceful experiment. Several of the young students shared Peace Books, peace songs, and peace dolls with the college students. Later in the day they shared these objects proudly with a visitor from Boston.

Day 51: The class made peace sachets for the college Peace Study students that were scheduled to visit in a few days. A girl got to wear the Nobel Peace Prize for action taken toward a child in need.

Day 52: The Mothers Tea was held in afternoon. This gave the children an opportunity to share displays and peace objects in the room with these special guests.

Day 53: The class had a discussion of what they wanted to share with the college students who were to visit on the next day. A schedule was agreed upon.

Day 54: The college Peace Studies class arrived and each was paired with a Nursery child. Peace songs and rhymes were shared in a circle. Sharing of displays and peace objects in the room was followed by a nature walk. On the walk a box turtle was found. The children were certain

that it was Tommy Turtle that had been set free in the Fall, "'cuz that was the peaceful thing to do." The college students enjoyed the Village of Peace. Lunch was a time for one-to-one conversation. Then in a large circle, each Nursery student was cuddled on the lap of a college student as ideas of peace were shared. The college students tucked each little one in for a rest, after receiving a peace sachet to keep or to share with someone in need of peace. A note was sent home.

Day 55: Three Lower school art students brought the rough form of a tractor that was being made from the aggression toys that were thrown away. A father with a tractor and a large haywagon invited the class to go on a hayride, on campus, to discover areas that are used for peaceful activities such as: tennis, soccer, football, baseball and field events.

Day 56: The class was invited to visit an Upper school Art class. Each child was paired with a high school student. They shared clay, tools, potters wheels and conversation. The active, busy atmosphere was filled with peace. After rest-time a mom and dad brought a clown ice cream cone party. The children enjoyed the poetry that the dad read while they ate the ice cream. The mother showed each child how to fold paper cranes, origami style, and how to make the wings flutter. The mother fascinated the children as she folded a large complicated dove of peace.

Day 57: I Have a Sister: My Sister is Deaf and Corduroy,

both stories about being different and being loved, were read. Lip reading and looking directly at the person you are speaking to continued to be practiced. Two small preschool classes of children from the Central Institute for Deaf spent the morning. These were the same children that the Nursery class had visited earlier. Each child had a partner. The children played on the outdoor equipment, enjoyed the lop ear bunny, and rode the Indian pony together. Each child was awarded a Peaceful Friend and Rider badge. 3,200 Campbell Soup labels that had been collected, cut, and counted in stacks of 10 were given to the CID to redeem for educational materials. This is an outreach project for the Nursery children. Note sent to parents.

Day 58: Parents, Senior and Junior Kindergarten classes, friends and relatives were invited to view a joyous informal sharing of "Peace in Song and Nursery Rhyme." The children were dressed in simple costumes and props from around the classroom were used.

Day 59: The Nursery children brought "stuffed pets" to carry along to the Lower school real Pet Day. As several dogs were barking, a Nursery child said to his friend, "Our pets are being more peaceful."

Day 60: The children were invited to view a Field Day. The young children saw acts of good sportsmanship as being peaceful acts. Questionnaire on Peace was sent home to the parents.

Day 61: Four parents helped to take the class to Love Park for a Class Picnic. It was a glorious day of trying and meeting new challenges on large equipment. Swinging, climbing, sliding down slides and poles, taking a nature walk on Chipmunk Trail, having lunch and stories and at the conclusion a father sighed, "They sure are active and yet there is a wonderful sense of peace with these children." The children returned to preschool and each snuggled down on a cot, with a peace doll, and slept. The completed peace sculpture tractor was presented to the children by the Lower school art students.

More notes were sent home then are indicated above because communication is always important especially in establishing peace. This was a peaceful experience.

APPENDIX C

RESOURCES

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APPENDIX D

PEACEFUL RHYMES

Little Miss Muffet

Little Miss Muffet
  Sat on a tuffet
Eating her curds and whey.
Along came a spider
  And sat down beside her
And Frightened Miss Muffet away.
Then back to her tuffet
  Went little Miss Muffet.
"That spider won't hurt me," said she.
"I don't need to fear him
  I'll even sit near him
And watch him, while he watches me."

Rock-a-bye Baby

Rock-a-bye baby
  In the Tree Top
When the wind blows
  The cradle will rock.
Shut your eyes, baby,
  Cradle won't fall,
For God watches baby,
  Cradle and all.

I Love Little Pussy

I love little pussy
  Her coat is so warm;
And if I don't hurt her
  She'll do me no harm.
So I'll not pull her tail
  Nor drive her away
But pussy and I
  Very gently will play.

Something In My Pocket

I have something in my pocket
  That belongs across my face
I keep it very close to me
  In a most convenient place.
I'm sure you'll never guess it
  If you guess a long, long while
So I'll take it out and put it on
  It's a great big peaceful SMILE.

The Old Woman in the Shoe

There was an old woman
Who lived in a shoe;
She had lots of children
But knew just what to do.
She gave them hot chocolate
With jelly and bread;
Then read them a story,
And tucked them in bed.

Three Kind Mice

*Three kind mice,
Three kind mice,
See what they've done!
See what they've done!
They helped a lost chick
To find Mother Hen,
They brought some food
To the church-mice, then
They cleaned up the treehouse
For Jenny Wren
Those three kind mice.

*from the Christian Mother Goose

Jack and Jill

Jack and Jill went up the hill
  To fetch a pail of water
Jack fell down and broke his crown
  And Jill came tumbling after.
Up Jack got and said to Jill
  As in his arms he caught her
"You're not hurt, brush off the dirt
  And then we'll get the water."
Back up the hill went Jack and Jill
  And filled the pail with water
Down from the top,
    without spilling a drop
A helpful son and daughter.

APPENDIX E

COMMENTS FROM PARENTS AND FRIENDS

From a Nursery parent: The Peace Chapel will always hold a special place in my heart. I especially loved seeing children in the Nursery class living their peace during the chapel. One child was being pestered - she pushed away the hands over and over until her friend had peace too. Another one was pushed and his clothes pulled several times. He finally folded his arms and his friend found peace too. I know the teachers have been needed to help children find their peace at times. But these two examples of children helping each other peacefully - no screams or distractions, was an inspiration.

From the First grade teacher following the chapel: In our class we talked about world peace starting in our own thinking first. We can help the world by being peaceful on our playground. The First grade has a recess prayer from the Bible, "For ye shall go out with joy, and be led forth with peace" (Isaiah 55:12).

From the Fourth grade teacher: Personally, I got so much out of the Chapel to think about and to use in my own life. As a class - my children can certainly treasure and work with the ideas shared. What a wonderful, expansive theme of "peace" for the year!

From a Lower school parent: I was not able to attend the Chapel. However I heard about it from my children. Our family had a wonderful discussion about what was shared. I have seen peace being shared in the Lower school. It is

special when children see the practical applications of a Chapel.

From a parent: My son was with his Grandparents for a weekend trip, I felt disturbed about something... I was cleaning his room and found his Nobel Peace Prize. He had earned this Prize... I remembered the special meaning behind this lamenated piece of paper. I put the medallion on and wore it the whole weekend. Everytime I felt afraid or alone or disturbed, I looked at the medallion and was reminded that peace with God is always at hand... Thank you, for giving my son the opportunity to explore peaceful solutions in a world which needs children to help us all find our peace and share it with others.

From a teacher: I walked in a store just to buy shoelaces - went directly down the aisle toward them and was faced with a display of WATER PISTOLS - Right Price 99 cents. Then a few steps further on I saw a display of WATER MACHINE GUNS - Right Price 99 cents.

From the Director of an Infant/Toddler group: After hearing the suggestion from (the writer) of exchanging pretend guns for video cameras, I had an opportunity to try it out. Two boys had just discovered the excitement of playing together. One was using a pretend gun. I said, "I have something special over here. It's a video camera like mine." (I had been using the camera that morning.) As we walked over to a table that had an empty box on it, I explained that we don't like to pretend with guns,

because they can hurt people. We like peace. But we can take pictures of our friends with a video camera. When we got to the box, I told the boy to put the pretend gun into it. He looked at me quizzically, then did so. I took out a pretend video camera and gave it to him. He smiled and went off happily.

I then got some large connecting blocks out and suggested that the boys make some video camera to pretend with. They happily responded.

From a Nursery parent: My son and a friend were playing a boisterous game outside. Suddenly there were tears and cries. When I asked what had happened, my son said, "We were playing war." I reminded him we don't allow games with guns. He replied that they were using swords and shields. I asked him what the results of this kind of war were and he replied, "Hurt." I asked him what he thought he ought to do to change the hurt. He went over to his friend and hugged him, and said earnestly, "I'm sorry, Will. Let's practice peace."

From a Nursery parent: My son plays a game with his little sister that varies in form with circumstances and imagination, but it begins, "Come on, let's play peacemakers." Several times he has been sent to his room to rethink some action he has taken. I have given him a few minutes and called to him to come out and tell me how he would do things differently now. His reply has been, "Not yet, Mom, I still need to find my peace."

From a Preschool parent: My son and I have been singing "Let there be Peace on earth and let it begin with me..." each morning on our way to school. While at a shopping mall my son spoke to Santa and asked for a tiny play car. Santa asked if that was all he wanted. My son responded after a pause for thought --- "oh yeah -- and World Peace." It was obvious by his reaction that Santa was surprised by this request. I attribute this line of thought to his daily contact in Preschool with such caring and peaceful individuals.

From a college Peace Studies student: I would like to thank you for having us and for sharing with us your peace offerings and all that the children have been involved with. I view the peace program that you have been doing with the children as a wonderful and very important program. The ideas that you have been teaching them are vital for the peacefulness in this world. I was able to see childlike innocence and peaceful thinking that I often don't see. It made me aware once again of the qualities we should all be expressing every moment.

From a Nursery parent: We are using the term peacemaker with our son when we see a situation that needs more consideration or thoughtfullness. He has several times told me that I'm a good peacemaker for sharing with or resolving a problem. The study of peace is a wonderful alternative to the frequent war like interests of children this age. As the children grow to understand these

concepts more fully and deal with them in larger world circumstances, this foundation will be even more important.

From a Nursery parent: We use our daughter's bulletin board for peace related things including large cut out letters PEACE. We hope the theme can carry on in some meaningful way through the years ahead when there develops a semi-sophisticated viewpoint of "what is cool."

From a Nursery parent: Our whole family has become aware of peace. Many times our child reminded us of the need for our peace amidst an argument or disagreement.

From a Nursery parent: There are many benefits from the peacemaker theme. At least the children know what a peacemaker is and how to be one. But there seems one drawback. Our boys always had some fights. The fights they have now are more often with swords, guns, sticks, etc. much more than before. I know this was not your intent, but only offer this as an observation and might give you a clue to improve the program.

From a Nursery parent: I think the peace program this year was wonderful. The Nursery rhyme skits were my favorite. But including the exceptional child in the peace effort was very needed in our world. To make them aware of challenges some children face and to be loving and peaceful to all.

From a Nursery parent: We thoroughly enjoyed the Nursery skits and the rhyme revisions. They were actually

comforting to hear. We have stopped in the middle of tense situations to evaluate what's going on and how can we apply our peace.

From a Nursery parent: The Peace theme was good news for our family. The peace vocabulary, "find your peace" "a peaceful creature" "work this out peacefully" etc., have become an active part of our home that we expect will continue to bless all of us. We hope the peace theme will continue to be a part of our son's education at all levels.

From a Nursery parent: The peace education program has meant a great deal to our family. Our child's ideas about peace, as well as notes from school have been such a wonderful help in keeping peace in the home. I have been touched by strikingly mature and peaceful moments of my child interacting with others. One of my favorite moments was witnessing one of my son's classmates at school. Several boys were starting to throw sand at a child on the playground. The little girl noticed what was happening and came over to the sandbox, walked through the shower of sand and put her arms on the shoulders of the victim and turned to the boys to tell them to "stop - this is my friend!" And it did stop - immediately.

From the Editor in an Intercampus newsletter; an article, Peace ed trickle-up: You remember reading about Preschool's focus on peace education this year? To up date: the young children have given their first-ever Lower

School chapel, a gift of peace to the older children. Each Preschooler brought an aggressive toy or object from home - one that could make someone else feel uncomfortable - to be publicly dumped in the trash. Sixth Graders pinned a flower on each little child in recognition of the beautiful qualities that are given room to blossom when bad thoughts and words are ruled out. Through songs, dance, personal experiences, and an explanation of their program, everyone in the room was brought into the spirit of peacemaking. (The Principal) called it "stunning" to see the sharing between the two school levels, with the Lower Schoolers learning from the sincerity of the Preschoolers.